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ABSTRACT

This content analysis schedule for Project Catch-Up in Zapata, Texas, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. (SK)

verified

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#6

Zapata, Texas

PROJECT BEST
Bilingual Education Applied Research Unit
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Hunter College Division
695 Park Avenue
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ED 072701

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

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bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 6

Data verified by Project

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant R. Ehrlich - M. Shore Date 6/30/71

0.2 Name of Project Catch-Up

0.3 Address of Project Zapata County Independent School District
0.4 Box 327, Zapata, Texas 78076

.05 STATE 0.5 25

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see	97 - 1969	1.1 97
Project	07 - 1970	
No.	17 - 1971	

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned — 2.1 1

2.2 Year prior funding began — 2.2 1967 P.p.12

2.3 Prior bilingual program involved: — 2.3 1
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: — 2.4 5
1-local 4-university
2-state 5-federal (specify) Title I
3-foundation 6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned — 2.5 1

2.6 Concurrent

Name of Project Catch-Up

Address of Project Zapata County Independent School District

Box 327, Zapata, Texas 78076

.05 STATE 0. 25

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII. (see Project No. 97 - 1969, 07 - 1970, 17 - 1971) 1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 1

2.2 Year prior funding began 2.2 1967 P.p.12

2.3 Prior bilingual program involved: 2.3 1
1-early childhood (pre K & K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding. 2.4 5
1-local 4-university
2-state 5-federal (specify) Title I
3-foundation 6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 1
0-no concurrent funding mentioned

2.6 Concurrent program cooperating with Title VII involves: 2.6 1, 2
1-early childhood (pre K & K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program. 2.7 1, 2, 4
1-local 4-federal (specify) Title I, Migrant
2-state 5-other (specify)
3-university 6-foundation support

2.8 Total Title VII grant (first year only) 2.8 46,000

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 91,117

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: 3.0 0
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 2

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 322
B. Second year B 489
C. Third year C 540

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	5-100

PSK 100 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	

B 0 TOTAL students gr. 7-9

4.3 PSK
A
B
C

1-grade 1	5 - 94 students
2-grade 2	5 - 113
3-grade 3	6 - 117
4-grade 4	
5-grade 5	
6-grade 6	

A 324 TOTAL students gr. 1-6

10-grade 10	
11-grade 11	
12-grade 12	

C 0 TOTAL students gr. 10-12

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 380	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 34

I Total Non-English Dominant: 380
II Total English Dominant: 34

5.0		No.	%
NE dom NEMT	I	380	91
E dom NEMT	II_1		
E-Dom EMT	II_2	34	9
Total E-Dom II= II_1 + II_2		34	9

Total 414 was an estimated figure. Actual peak enrollment for 1970-71 was (K-3) 489.

(by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	5-100

PSK 100 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	

D 0 TOTAL students gr. 7-9

4.3 PSK
A
B
C

1-grade 1	5 - 94 students
2-grade 2	5 - 113
3-grade 3	6 - 117
4-grade 4	
5-grade 5	
6-grade 6	

A 324 TOTAL students gr. 1-6

10-grade 10	
11-grade 11	
12-grade 12	

C 0 TOTAL students gr. 10-12

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	Non-English Dominant	English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 380	II E-Dom - NEMT
2. Total English Mother-Tongue		II$_2$ E-Dom - EMT: 34

I Total Non-English Dominant: 380

II Total English Dominant: 34

5.0		No.	%
NE dom N-EMT	I	380	91
E dom NEMT	II$_1$		
E-Dom EMT	II$_2$	34	9
Total E-Dom II= II$_1$ + II$_2$		34	9

Total 414 was an estimated figure. Actual peak enrollment for 1970-71 was (K-3) 489.

NEMT:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
English Mother Tongue	N-E Dom - EMT Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	E-Dom - EMT Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1		%	
A2 Cherokee	A2		%	
A3 Other (specify)	A3		%	
A TOTAL No. of American Indian	A		%	
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	380	91 %	
B2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B		%	
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-EMT target students		380	91 %	

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 NS	E1	34	9 %	
E2	E2	—	%	
II TOTAL number of EMT students other than target population		34	9 %	1

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 NS

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent			
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.		speaking ability No.	%
E 34	English	9	NS							
A	American									

B1 Mexican-American	B1 380	91 %	.....
B2 Puerto-Rican	B2	..... %	.....
B3 Cuban	B3	..... %	.....
B4 Other Spanish-American (specify)	B4	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	..... %	.....
C Portuguese-American	C	..... %	.....
D Franco-American	D	..... %	.....
F Chinese-American	F	..... %	.....
G Eskimo	G	..... %	.....
H Russian	H	..... %	.....
J Other	J	..... %	.....
I TOTAL number of N-EMT target students	380	91 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 NS	E1 34	9 %	.....
E2	E2 —	..... %	.....
II TOTAL number of EMT students other than target population	34	9 %	1

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 NS

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent				
	Number	%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	34	English 9	NS	.....	.....	.....	.....	.....	.....	.....
A	.....	American Indian	.....	.....	.....	.....	.....	.....	.....	.....
A1	.....	Navajo	.....	.....	.....	.....	.....	.....	.....	.....
A2	.....	Cherokee	.....	.....	.....	.....	.....	.....	.....	.....
A3	.....	Keresan	.....	.....	.....	.....	.....	.....	.....	.....
A4	.....	Other (spec.)	.....	.....	.....	.....	.....	.....	.....	.....
B	380	Spanish 91	ns	.....	.....	.....	.....	.....	.....	.....
C	.....	Portuguese	.....	.....	.....	.....	.....	.....	.....	.....
D	.....	French	.....	.....	.....	.....	.....	.....	.....	.....
F	.....	Chinese	.....	.....	.....	.....	.....	.....	.....	.....
G	.....	Eskimo	.....	.....	.....	.....	.....	.....	.....	.....
H	.....	Russian	.....	.....	.....	.....	.....	.....	.....	.....
J	.....	Other (spec.)	.....	.....	.....	.....	.....	.....	.....	.....

NS in con't. Formal application states 285 bilinguals and 29 monolinguals.

5.6 Recruitment of Students: 5.6 1
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program. EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of Non pupils in project area: see Chart C 5.7 9%
n.s. - not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 4
(% if more than one category, indicate percent for each)
1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) .....
reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 70%
B. Average family income, if mentioned B. NS
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 N.A.
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 27%
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II .....

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I NA
II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A NA

5.8 Community characteristics (mark ally that apply) 5.8 4
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) .....
reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 70 %
B. Average family income, if mentioned B. NS
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 N.A.
n.a. - not applicable (no EMT)
OO - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 27 %
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II .....

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I NA
II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	-----	-----
5 others (specify)	-----	-----

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A NA
B .....
C .....

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home	-----	-----	-----	-----	-----	-----	-----	-----
2 Church	-----	-----	-----	-----	-----	-----	-----	-----
3 School	-----	-----	-----	-----	-----	-----	-----	-----
4 Work	-----	-----	-----	-----	-----	-----	-----	-----
5 Socializing	-----	-----	-----	-----	-----	-----	-----	-----
6 Neighborhood	-----	-----	-----	-----	-----	-----	-----	-----
7 film-TV-radio	-----	-----	-----	-----	-----	-----	-----	-----
8 Magazines, news	-----	-----	-----	-----	-----	-----	-----	-----
9 Others (specify)	-----	-----	-----	-----	-----	-----	-----	-----

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 2, 3 II 3

	I N-EMT	II EMT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
3-assessed by informal means (specify how)	____	____
4-not mentioned how language dominance was determined	____	____

Administration and staff know almost all families

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 N.A.

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 N.A.
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 N.A.
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 N.A.
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 NS
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 N.A.
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ____ Mother tongue not specified
3. ____ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the

a group of people).
1-yes
0-no

sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 N.A.

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 N.A.

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 N.A.

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)..... — 6.9 NS

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 N.A.

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. Mother tongue not specified
3. not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
II_1 E Dom NEMT	N=	N= 21

A Total Number Monolingual 0

B Total Number Bilingual 21

Total Number of Teachers N 21

7.1

		No.	%
I	A		
I	B		
II	A		
II	B		
II_1	A		
II_1	B	21	100
	A	0	
	B	21	100
	N	21	

C. p. 2

Mother Tongue inferred from surnames.

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. _____Language dominance not specified
2. _____Mother tongue not specified
3. _____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		21
II E Dom EMT		
II$_1$ E Dom N-EMT		

7.2	No.	%
I A		
I B	21	100
II A		
II B		
II$_1$ A		
II$_1$ B		
A		
B	21	100
N	21	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
	21	21

7.3 Language(s) used by bilingual program teachers:
(Mark all that apply)

7.3 2
c. p. 50

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-O-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

O-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals:
(Mark all that apply)

7.4 2

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-O not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

II E Dom EMT

II E Dom N-EMT

	A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
		21	21

II A —
II B —
II A —
II B —
A —
B 21 100
N 21

7.3 Language(s) used by bilingual program teachers: (Mark all that apply) 7.3 2

C. p.50

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
P.p.15 MA	21	100	MA	21	100	M.A.	MA	1	100
	—	—		—	—			—	—
	—	—		—	—			—	—
0-not specified	—	—		—	—			—	—

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community 21
and % 100 of total N-EMT teachers.

7.6 No. 21 % 100

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or
if specified descriptively,
1-few
2-some
3-many
4-most
5-more than half
0-not specified

A = teachers
B = aides

7.7 No. % 21 100
B 21 100

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, if given)

7.8 4,2,17 no.'s 21,21,21

n.s.-qualifications not spcified
0-previous courses not specified
1. ... teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ... teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ... previous teaching through N-EMT (in country where it is a native/native-language, in Peace Corps) like
4. ✓ previous teaching in local area/live in the community competence
5. ... courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ... courses in N-E literature/ or literacy in Spanish
7. ✓ must be bilingual
8. ... any previous education through N-EMT/content of courses learned through
9. ... courses in teaching ESL/audio lingual approach N-EMT
10. ... courses in methods of teaching N-EMT language/language development
11. ... courses in methods of teaching content (e.g. math)in N-EMT
12. ... certification in ESL/or experience teaching ESL
13. ... certification in teaching N-EMT
14. ... cross cultural courses
15. ... courses in the cultural heritage, values, deep culture of N-EMT or
16. ✓ other qualifications, specify travel

17-certified

8.0 STAFF DEVELOPMENT

8.1 A 4,6 c.p. 1B
B NS

0-No staff training mentioned
8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	...	...
1-English as their second language	...	...
2-The teaching of English as a second language	...	...

4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) no.'s 7.8 4,2,17 21,21,21

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ✓ previous teaching in local area/live in the community competence
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ✓ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through
9. ___ courses in teaching ESL/audio lingual approach N-EMT
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or
16. ✓ other qualifications, specify travel

17.certified

8.0 STAFF DEVELOPMENT

8.1 A 4,6 c.p. 1B
B NS

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
1-English as their second language	___	___
2-The teaching of English as a second language	___	___
3-X as their second language	___	___
4-The teaching of X as a second language	___	___
5-Methods of teaching other academic subjects	___	___
6-Methods of teaching other academic subjects in X language	___	___

8.2 Stated goals of teacher training are: I 9,8,7 II 9,7

		Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of	___	___	___
2-Cross-cultural training	___	___	___
3-Sensitivity to ethnocentricism and linguistic snobbery	___	___	___
4-Awareness of the social-emotional development of	___	___	___
5-Strategies for accomodating the different learning styles of	___	___	___
6-Strategies for cognitive development of	___	___	___
7-Strategies for reinforcing the self-esteem of	___	✓	✓
8-Methods of cross-cultural teaching or teaching the ticultural component	___	✓	___
9-Formulation of pupil performance objectives	___	✓	✓
10-Methods of evaluation of pupil performance objectives	___	___	___

List specific courses if given (or Xerox and attach)

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 3 Cp. IB

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachersfor feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1 p.p.17

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2,3,4
C. p. 40

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 7
(mark all that apply) A for teachers B for aides B 7

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
4-other (specify)	____	____

7- project director and Assist. Director

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%	
1-bilingual	1 2	66	inf. by surname
2-bicultural	2 2	66	
3-N-MT (specify background)	3 2	66	
	MA		

8.9 Training is provided: 8.9 1, 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 3

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 3 monthly
7 _____ bi-monthly

B 5 _____
6 3
7 _____

C-5 day workshop

8.11 Number and Proportion of teachers attending training: 8.11 no. 19 % 90
or: if specified descriptively, indicate:

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 2,3,4

c. p. 40

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 7, B 7

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
4-other (specify)	____	____

7. project director and Assist. Director

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%	
1	2	66	inf. by surname
2	2	66	
3	2	66	
	MA		

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: — 8.9 1, 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 3, B 5, 6 3, 7 ____

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 3 monthly
7 _____ bi-monthly

C-5 day workshop

8.11 Number and Proportion of teachers attending training: — 8.11 no. 19 % 90

	or: if specified descriptively, indicate:
0-not specified	6-most
1-100%	7-many
2-more than 75%	8-few
3-50-74%	9-other (specify)_____
4-25-50%	
5-1-24%	

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 6, 7
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

Not mentioned : what is assessed with questionnaire

(specify how this is determined) Examination by staff for contents covering

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) _____

10.1 1,4

10.2 N.S.

10.3 Average number of pupils per class:
0-not specified

10.3 0 varies from 9-35

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by:
3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1,3,5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	____	____	____
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	✓	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	✓	____	✓

11.1 I 2,3
II ____
II_1 3

11.2 How many years does project state is optinal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned
if for a particular number of years:

11.2 8

0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,3,5

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM/MENT	II E DOM/EMT	II_1 E DOM/MENT
0-not specified how long			
1-as the alternative language of learning for as long as desired	----	----	----
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	✓	----	----
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	✓	----	✓

11.1 I 2,3
II ----
II_1 3

11.2 How many years does project state is optinal for instruction for N-EMT group through N-EMT language to continue? 11.2 8

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 (8) 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

a = Student is to become totally and fluently bilingual
b =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I K=14
code: 0= N.A. (if no EMT) II K=14
13= Pre-K 14= K II_1 ----

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM			✓												
II E DOM			✓												
II_1 E DOM/MENT	0														

Materials are provided for use in home by parents

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

	code:	00 (if no M-M T)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I	M-E DOM								
II	E-DOM - M-M T								
III	E-DOM/NM-M T								

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 0
II
III

11.5 Second language learning for English dominant students is projected through grade:

11.5 I 3
II 3

	code:	00 if no M-M T	0 not specified	grades 1	2	(3)	4	5	6	7	8	9	10	11	12
II	M-M T														
III	N-M-M T/E Dom														

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 3

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-M-M T students who are N-E dominant is:

code: O=not specified M=math s = science ss = social studies

	11.7 Min. per day of instruction through N-M-M T	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-M-M T
Pre K				Pre K
K	NS	NS	NS	50 %
1	NS	NS	NS	50 %
2	NS	NS	NS	50 %
3	NS	NS	NS	50 %
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

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11.10 The amount of instructional time in and through their native language for N-M-M T students who are English dominant is: N.A.

code: O = not specified N.A. = not applicable, no N-M-M T, E dom students

11.10	11.11	11.12

11.5 Second language learning for English dominant students is projected through grade: 11.5 I_2 3 II 3

	00 if no M.T	0 not specified	1	2	3	4	5	6	7	8	9	10	11	12
code:														
II M.T														
II_B N-M.T/E Dom														

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 3

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-M.T students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-M.T	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-M.T
Pre K				Pre K
	NS	NS	NS	50 %
1	NS	NS	NS	50 %
2	NS	NS	NS	50 %
3	NS	NS	NS	50 %
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

C. p56

11.10 The amount of instructional time in and through their native language for N-M.T students who are English dominant is: N.A.

code: O = not specified N.A. = not applicable, no N-M.T, E dom students

	11.10 Min. per day of instruction through N-M.T	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-M.T
~~Pre~~K	NA			Pre K
1	NA			1
2	NA			2
3	NA			3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language — 11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
~~PreK~~	NS	S.S, R.R.		~~Pre~~ K 50%
1	NS	Reading, M, S.S		1 40
2	NS	M, Read, S.S	→	2 50
3	NS	M, Read, S.S		3 50
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

RR: Reading Readiness

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) — 11.17 3,5

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

	min. per day of instruction through N-EIT	total min. per day of any instruction	subjects taught in second lang.	% of time per day of instruction through N-EIT
~~Prek~~	NS	S.S, RR.		~~Pre K~~ 50%
1	NS	Reading, M, SS		40
2	NS	M, Read. SS		50
3	NS	M, Read, SS		50
4				
5				
6				
7				
8				
9				
10				
11				
12				

RR: Reading Readiness

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 3,5

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EIT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply, some projects may use a combination of methods) 12.0 1, 2a

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational--cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

ALM* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

I		II	
Non Eng dom students		Eng dom students	
A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

1-concurrently with dominant language listening-speaking skills			✓	✓
2-after a specified level of competency achieved in listening-speaking skills in dominant language			—	—
3-a specified period of time after listening-speaking skills in dominant language taught			—	—

13.2 ALM sequence followed:

13.2 IA 1, 3
IB 1, 3
IIA 1, 3
IIB 1, 3

1-Listening-speaking proficiency precedes introduction of reading	✓	✓	✓	✓
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	✓	✓	✓	✓

affirmative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-II* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

1-concurrently with dominant language listening-speaking skills	✓		✓	
2-after a specified level of competency achieved in listening-speaking skills in dominant language	—		—	
3-a specified period of time after listening-speaking skills in dominant language taught	—		—	

13.2 ALM sequence followed:

13.2 IA 1, 3
IB 1, 3
IIA 1, 3
IIB 1, 3

1-Listening-speaking proficiency precedes introduction of reading	✓	✓	✓	✓
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	✓	✓	✓	✓
4-There is some overlap between learning to read and to write	—	—	—	—

13.3 Listening-speaking proficiency determined by:

13.3 IA 1
IB 1
IIA 1
IIB 1

1-measure of listening-speaking proficiency	✓	✓	✓	✓
2-informal assessment by teacher	—	—	—	—

13.4 Second language reading skills are learned:

13.4 IB 1
IIB 1

1-concurrently with learning to read in dominant language	✓		✓	
2-after a specified level of dominant language reading competence achievement	—		—	
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)	—		—	
4-before learning to read in dominant language	—		—	

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K					13.5 IA K, 1
1	✓	✓	✓	✓	IB 1
2					IIA 1
3					IIB 1
13.6 Reading readiness is determined by: 1-test of reading readiness	✓	✓	✓	✓	13.6 IA 1 + 2
2-informal teacher assessment	✓	✓	✓	✓	IB 1, 2
					IIA 1, 2
					IIB 1, 2
13.7 Grade level reading is expected: 1-in first grade					13.7 IA 5
2-in second grade					IB 6
3-in third grade					IIA 5
4-in fourth grade					IIB 6
5-in fifth grade	X		X		
6-in sixth grade		X		X	
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 6
IIB 6

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 4
II 2, 4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	✓	✓
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		

13.6 Reading readiness is determined by:

					13.6
1-test of reading readiness	✓	✓	✓	✓	IA 1, 2
2-informal teacher assessment	✓	✓	✓	✓	IB 1, 2
					IIA 1, 2
					IIB 1, 2

13.7 Grade level reading is expected:

					13.7
1-in first grade					IA 5
2-in second grade					IB 6
3-in third grade					IIA 5
4-in fourth grade					IIB 6
5-in fifth grade	X		X		
6-in sixth grade		X		X	
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 6, IIB 6

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2, 4, II 2, 4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	✓	✓
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	✓	✓
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		

6-other (specify)

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.				
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	✓	✓	✓	✓
3-Other (specify)				
0-Not specified				

15.0 IA 2
IB 2
IIA 2
IIB 2

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB	
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)					C. p 3 C
2-Basal readers "Del Campo Al Pueblo"	✓	✓	✓	✓	6 C
3-Dialect readers	✓	✓	✓	✓	
4-Experience charts (stories dictated by children)		✓		✓	

16.2 If some reading material is in the child's dialect, indicate how long it is used:

16.2 IA NS IIA

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

(Please indicate _ on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified		
1-pattern drills	✓	✓
2-dialog memorization	✓	✓
3-choral repetition		
4-songs	✓	✓
5-programmed instruction	✓	✓
6-stories read to children		✓
AUDIO VISUAL AIDES		
7-films, filmstrips	✓	✓
8-flannel or magnetic boards	✓	✓
9-realia, graphic displays		
10-records, tapes	✓	✓
11-listening centers		
12-multi-media approach		

control of the standard form. ___ ___ ___ ___

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. ✓ ✓ ✓ ✓

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB	C.
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	___	___	___	___	p 3 c
2-Basal readers "Del Campo Al Pueblo"	✓	✓	✓	✓	6 c
3-Dialect readers	✓	✓	✓	✓	
4-Experience charts (stories dictated by children)	___	✓	___	✓	

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IB	IIA	IIB
1-Grade 1	NS		___	
2-Grade 2				
3-Grade 3				
4-Beyond Grade 3				
0-not specified				

(Please indicate , on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	___	___
1-pattern drills	✓	✓
2-dialog memorization	✓	✓
3-choral repetition	___	___
4-songs	✓	✓
5-programmed instruction	✓	✓
6-stories read to children	___	✓
AUDIO VISUAL AIDES		
7-films, filmstrips	✓	✓
8-flannel or magnetic boards	✓	✓
9-realia, graphic displays	___	___
10-records, tapes	✓	✓
11-listening centers	___	___
12-multi-media approach	___	___
Experiential :		
13-role playing	✓	✓
14-puppetry	✓	✓
15-experience charts	✓	✓
16-primary typewriter	___	___
17-learning through direct experience with materials e.g. Montessori	___	___
18-activity centers-chosen by child	___	___
19-other (specify)	___	___
Learning outside the classroom:		
20-field trips	✓	✓
21- suggested TV programs	___	___
22-other (specify)	___	___

16.4 The sources of Non-English materials and textbooks are: 16.4 1, 2, 3, 7, 9, 11
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined) Examination by staff for contents covering Spanish customs, traditions games, songs, stories etc.
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 0
0-not specified
1-xerox attached-page and document _____

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 2, 4, 5, 6
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LEP students)

17.2 Students are grouped for language instruction: 17.2 2, 3
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	_____	_____
2-small groups (specify size)	_____	6-8
3-individual instruction	_____	✓

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	III Eng dom NEMT
0-not specified			
1-by age	_____	_____	_____
2-by native language	_____	_____	_____
3-by dominant language	✓	_____	✓
4-by language proficiency (ex. level of reading skill)	✓	✓	_____
n.a. not applicable (no E dom/NEMT)	3	N.A	3

Especially how this is determined./Examination by staff for contents covering Spanish customs, traditions games, songs, stories etc.

8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 0
0-not specified
1-xerox attached-page and document _____

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 2,4,5,6
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LT students)

17.2 Students are grouped for language instruction: 17.2 2, 3
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	_____	_____
2-small groups (specify size)	_____	6-8
3-individual instruction	_____	✓

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age	____	____	____
2-by native language	____	____	____
3-by dominant language	✓	____	✓
4-by language proficiency (ex. level of reading skill)	✓	✓	____
n.a. not applicable (no E.dom/NEMT)	3	NA	3

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 4
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 1, 2, 3, 4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

C. P2D

18.3 Parent tutoring: (mark all that apply) 18.3 6
Pp. 19

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 1,4,5,7

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
0-method not mentioned 20.1 1,4
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 1,4,5,7

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EST instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
0-method not mentioned
20.1 1,4
1-structured enviriomment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification, grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)
0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades
20.2 N.A.

21.0 SELF-ESTEEM: 21.0 1,2,4,6,7

Stated methods of project component expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
-Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

* "Teacher works with small group to teach new concepts or reading, while teacher aide supervises one group doing seat work and another small group working on vocabulary development, alphabet sounds, phonics or sentence patterns. After 15 or 20 minutes, groups rotate to another station or activity."

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

* "Teacher works with small group to teach new concepts or reading, while teacher aide supervises one group doing seat work and another small group working on vocabulary development, alphabet sounds, phonics or sentence patterns. After 15 or 20 minutes, groups rotate to another station or activity."

* project verification

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural component knowledge of the N-EMT culture involves (mark all that apply) 23.4 1, 2
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 0
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural component knowledge of the N-EMT culture involves (mark all that apply) 23.4 1,2
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
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3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1,3
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 NO
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 5, 6, 8, 9, 2, 13, 11, 1, 12

0-method not specified
no-no provision for informing community
1 · bilingual newsletter
2· monolingual newsletter
3· aws sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings, PTA
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how: Talking to individuals in public places in town, ie. post office, drug store, barber shops, restaurants, super. markets and service stations. Reports to superintendent and school board meetings.

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12 Public education Week and Open House

13-Display of materials

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 4

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 1, 8

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

Public education Week and Open House 13. Display of materials

8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how: Talking to individuals in public places in town, ie. post office, drug store, barber shops, restaurants, super-markets and service stations. Reports to superintendent and school board meetings.

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 4

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4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1, 6

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

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No radio station nor TV station within 50 mile radius. Video-tape equipment not available.

25.2 Project's impact: 25.2 0

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 0

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

norms on published measures

↑

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1 4 3
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "